

# Grade 6

## Informative/Explanatory Writing - Prove It: Choosing Kindness

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
August 2016



## **Grade 6: Informative/Explanatory Writing**

### **Prove It – Choosing Kindness**

#### **Unit Rationale/Overview**

This standards-based thematic unit focuses on citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. These critical skills have real-world reading, writing, and communication applications across all content areas and will continue to develop in complexity. Standards for informational/explanatory writing, inquiry, and communication are naturally interwoven into the unit as a means for students to demonstrate their learning. The unit fosters the Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) through the collaboration, critical thinking, and interpersonal skills required of students as they work through the lessons, strategies, and assessments. It was developed for use with the novel *Wonder* and other thematically-connected texts. The strategies and resources below can be applied to any text with the themes of acceptance and kindness. While the standards serve as the instructional focus, a greater lesson of choosing acceptance and kindness is central to the study of the novel *Wonder* and supporting texts.

Estimated time frame: two-four weeks.

#### **Standards and Indicators**

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

#### **Targeted Standards and Indicators**

##### **Reading – Literary Text**

- 6.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
- 6.RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

##### **Reading – Informational Text**

- 6.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
- 6.RI.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### **Writing**

- 6.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 6.W.2.1 Write informative/explanatory texts that:
- a. introduce a focused topic;
  - b. use relevant information from multiple print and multimedia sources;
  - c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;
  - d. use credible sources;
  - e. include formatting, graphics, and multimedia to aid comprehension;
  - f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
  - g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
  - h. paraphrase, quote, and summarize to avoid plagiarism;
  - i. follow a standard format for citation;
  - j. use appropriate transitions to clarify the relationships among ideas and concepts;
  - k. use precise language and domain-specific vocabulary to inform or explain the topic;
  - l. establish and maintain a style and tone authentic to the purpose; and
  - m. provide a concluding statement or section that follows the information or explanation presented.

### **Embedded Standards and Indicators**

#### **Inquiry-Based Literacy**

- 6.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**
- 6.I.1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.
- 6.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**
- 6.I.2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.
- 6.I.4 Synthesize integrated information to share learning and/or take action.**
- 6.I.4.3 Reflect on findings and pose appropriate questions for further inquiry.
- 6.I.5 Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**
- 6.I.5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.

#### **Communication**

- 6.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**
- 6.C.1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach

6.C.1.2	common understandings of concepts, ideas, and text. Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
6.C.1.3	Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
6.C.1.4	Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.
6.C.1.5	Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.
<b>Clarifying Notes and “I Can” Statements</b>	
<p><b>Clarifying Notes</b> The Gradual Release of Responsibility (Fisher &amp; Frey, 2008) is used to guide students through an understanding of citing textual evidence. The model (I do) is a mini-lesson shown by the teacher and should emphasize how to <i>think through</i> the process while demonstrating it. The guided practice (we do) might include the teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and indicator). Naturally, this format is not required, and teachers who choose to use the included strategies or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on student need. For more information on the gradual release model see Unit Resources.</p> <p><b>“I Can” Statements</b> “I Can” Statements are learning targets of what students need to know and accomplish as related to the standards/indicators.</p> <p><i>Overarching “I Can” statement for the entire unit</i> I can use evidence from the text to support my analysis of what the text says explicitly as well as inferences I make based on the text in informative/explanatory writing. (6.RL.5.1, 6.RI.5.1, 6.W.2.1)</p> <p><i>Individual lesson “I Can” statements</i></p> <ul style="list-style-type: none"> <li>• I can make inferences about a text. (6.RL.5.1, 6.RI.5.1)</li> <li>• I can closely read literary and informational texts. (6.RL.5.1, 6.RI.5.1)</li> <li>• I can justify my inferences by citing evidence that supports my analysis of the text in writing and/or class discussions. (6.RL.5.1, 6.RI.5.1, 6.W.2.1)</li> </ul>	
<b>Essential Questions</b>	
<p>These are <b>suggested</b> essential questions that will help guide student inquiry.</p> <p><b>Standards-Based Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I cite evidence from the text to explain what the text says explicitly?</li> <li>• How do I cite evidence from the text to support inferences I make?</li> </ul>	

### Thematic-Based Essential Question

Why is it important to “choose to be kind”?

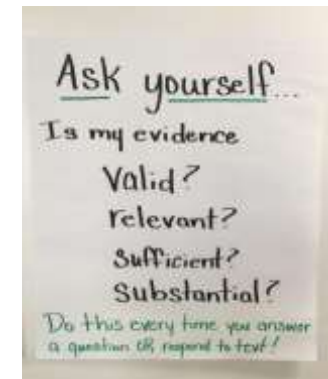
### Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

For example, when you present a text dependent question to readers, ask what their textual evidence is to support reasoning rather than asking how they know. Once they understand the term *textual evidence*, then you can ask how they know. Accept only the statements that are answered by, “I know because the textual evidence is...”, or “The author explicitly states...”. For example, Johnny should be able to say, “The textual evidence to support my statement can be found in paragraph 3 when the author says...” The rationale behind this requirement is two-fold: 1) It prepares students for academic conversations necessary in future years. 2) Test language will be less daunting because the student will be comfortable with the familiar language on the test.

An anchor chart is an excellent way to provide students with the language to discuss the text.

analysis  
authentic  
cite  
credibility  
establish  
explanatory  
explicit  
format  
inference  
plagiarism  
precise  
relevant  
textual evidence  
transitions  
tone



(L. Smith, 2016)

### Prior Knowledge

- In prior years, students learned to ask 5W type questions, as well as literal and inferential questions to demonstrate

understanding.

- In prior years, they learned to make predictions before and during reading and to confirm or modify thinking.
- In third grade, they learned to refer explicitly to text to support inferences and conclusions.
- In fifth grade, they learned to quote from the text to support inferences and conclusions.

### **Subsequent Knowledge**

- In seventh grade, students will learn to cite multiple examples of textual evidence.
- Students will continue to make predictions before and during reading and to confirm or modify thinking.

### **Potential Instructional Strategies**

#### **Gradual Release Model**

This unit was designed to be used with the gradual release model of instruction (Fisher & Frey, 2008). Each of the strategies can be taught using this model. Sometimes referred to as “I do, we do, you do,” this model proposes a plan of instruction that includes teacher think-aloud / modeling / demonstration (I do), guided practice (we do), and independent practice (you do). The model gradually releases students to a level of independence where they rely more on themselves and less on the teacher to demonstrate their learning. The teacher think-aloud is the starting point for the gradual release model and is described below. For more information on the gradual release model, see Unit Resources.

#### **Teacher Think-Aloud**

Modeling is teaching by thinking aloud (Harvey and Goudvis, 2007) in the first person, revealing the teacher’s strategic thinking process to students and is a critical step in the gradual-release model. Students should know that strategic thinking is necessary to “figure things out.” When teachers reveal step-by-step the exact thinking process they use, students then have an effective strategy to apply to the task at hand. Modeling helps teachers deepen their awareness of their strategic thinking processes and use this heightened awareness to intentionally plan for modeling in lessons. For more information on think-alouds, see Unit Resources.

#### **Note:**

The lessons below are intended to be taught sequentially.

#### **Learning Target: I can make inferences about a text. (6.RL.5.1, 6.RI.5.1)**

**Guiding Question:** What can I infer about the theme of the novel from Mr. Browne’s precepts?

For this unit, students will use Reader Response Journals (“Added Bonus- Writing a Reader's Response Journal Entry,” 2016) to make inferences. As students read the novel *Wonder*, they will pay close attention to Mr. Browne’s monthly precepts, or general rules to live by, as these statements will be the basis for students’ journal entries. RRJs allow students to think more deeply about what they read, make connections to the text, and confidently share their observations, opinions, feelings, and reactions. Students may also pose questions about the text they are reading. Ideally, students would use a composition notebook to complete journal entries and submit the journal regularly over the course of the unit. Typical RRJ entries are one half to one page in length, and the teacher would determine the frequency with which to assign journal entries. The teacher will assign precepts for students to respond to over the course of the novel; students will make connections between the precepts and the themes presented throughout the novel by

responding to Mr. Browne's precepts and citing textual evidence to support their inferences. The precepts may be found throughout the novel and at <http://rjpalacio.tumblr.com/post/17457757675/mr-brownes-precepts>. For more information on Reader Response Journals see Resources.

- Model (I do): Use the first of Mr. Browne's precepts to model for students how to complete an RRJ.
  - Read the September precept aloud to students: "When given the choice between being right or being kind, choose kind." —Dr. Wayne Dyer (Palacio, 48).
  - Think aloud for students what you think the precept means. At this point, can you make any inferences about how this quote may connect to the characters and events so far?
  - As you compose your brief RRJ response, model for students how you cite specific quotations events, and characterizations that support your inferences.
- Guided Practice (We do): With guidance from the teacher as needed, students will compose their own RRJ, based on the September precept. Students can share their RRJ in pairs and/or with the class. When formatively assessing students' guided practice, the teacher should focus on how well students support their inferences with evidence from the text.
- Independent Practice (You do): Students will complete RRJs for the remaining precepts independently.

**Learning Target: I can closely read literary and informational texts. (6.RL.5.1, 6.RI.5.1)**

**Guiding Question:** How can close reading help me better understand a text?

The modeling of close reading (Lehman & Roberts, 2013) incorporates the teacher think-aloud into the teaching of the close reading process. Students can learn to annotate texts by watching the teacher model the process with a piece of text on the SmartBoard, document camera, or Promethean board. This skill can be modeled with or without the students' having a copy of the text. If students are given a copy, the teacher will explain to them that they will have time to write as soon as the modeling conversation is over. This awareness prevents them from missing information because they are afraid of getting behind. It also allows them to relax about the process because they have conversations with the teacher prior to becoming responsible for independence. Sticky notes can be a useful way to annotate the text. For more information on close reading, see Unit Resources.

- Model (I do): Choose a chapter or excerpt from *Wonder*, and model how you would answer a text-dependent question.
  - Project the text using a Smartboard, Promethean Board, or document camera.
  - Determine the purpose for reading by sharing with students a text-dependent question you will answer through your close reading such as "How would you describe August as a person in the first few chapters of the book?"
  - Read the text aloud once; then read through the text again as you begin to annotate, keeping the text-dependent question in mind. Be sure as you annotate that you are sharing your thinking out loud.

- Read over the annotations you have made and share with students how those “notes” helped you arrive at an answer to the text-dependent question. Point out how specific quotations and/or sections of the text that support your decision.
- Guided Practice (We do): Guide students through the close reading of a new piece of text.
  - Provide students with another piece of text from the novel, and give students a text-dependent question to answer.
  - Have students read through the text once.
  - Next, have students read the text again and begin making annotations on their copy; pause frequently to allow students to share and discuss the annotations they make. Be sure to ask students to explain their thinking.
  - Once the class has made it to the end of the text, have students answer the text-dependent question. Allow students to share their answers. Be sure to have students cite the supporting evidence.
  - If students are still struggling with annotating the text and/or citing textual evidence to support their answer to the text-dependent question, then provide more guided practice before releasing students to independent practice.
- Independent Practice (You do): Have students independently demonstrate mastery of close reading and citing textual evidence by answering text-dependent questions. Additional literary and informational texts listed in the Resources section may be used during any stage of the Gradual Release Model to provide students with more opportunities to practice citing textual evidence when answering text-dependent questions.

**Note:**

**Teacher Modeling of the Analytical Reading Process Through Close Reading**

The following are suggested purposes for reading, which should always be set prior to the close reading process. One or two should be used at a time. Using more than that will increase the cognitive load and ultimately lead to confusion.

1. making predictions about a text to determine whether or not it is relevant to the topic being studied
2. adjusting the process for making inferences based on the genre of the piece
3. adjusting the reading stance based on genre type
4. determining the author’s purpose
5. determining text organization and structure
6. annotating text using a systematic strategy (see link below)
7. using comprehension strategies, such as asking questions or determining the meaning of unknown words

**Learning Target: I can justify my inferences by citing evidence that supports my analysis of the text in writing and/or class discussions. (6.RL.5.1, 6.RI.5.1, 6.W.2.1)**

**Guiding Question:** How can I justify my inferences by citing evidence that supports my analysis of the text?

RACES – Restate/Answer/Cite/Explain/Summarize (Boreno & Young 2016) – is a writing scaffold designed to help students learn to



cite textual evidence to support their answers to text-dependent questions. The acronym provides students a step-by-step process by which to achieve this goal. Ideally, the scaffold is removed once students are proficient at citing and explaining textual evidence. See the Off to the [RACES Poster](#), [RACES Rubric for Constructed Responses](#), [RACES Scaffold 1](#), [RACES Scaffold 2](#), and [RACES Scaffold 3](#) located in the Appendix.

- **Model (I do):** Pose a question to students such as, “What kind of friend is Summer to August?” Create a RACES anchor chart or project one of the scaffolding handouts found in the Appendix ([Off to the RACES Poster](#), [RACES Scaffold 1](#), [RACES Scaffold 2](#), and [RACES Scaffold 3](#)). Model for students how you would complete the RACES strategy to answer the text-dependent question:
  - R - Restate (Restate the question in the form of a topic sentence.)
  - A - Answer (Answer ALL parts of the question; state your CLAIM.)
  - C - Cite (Cite multiple examples of specific and relevant evidence from the text to support your claim.)
  - E - Explain (Explain how your textual evidence supports your claim.)
  - S - Summarize (Summarize your claim in a closing sentence.)
- **Guided Practice (We do):** Ask students to answer the question themselves using the RACES strategy ([RACES Scaffold 1](#), [RACES Scaffold 2](#), and [RACES Scaffold 3](#) found in the Appendix). When formatively assessing students’ guided practice, the teacher should focus on how well students supported their inferences with evidence from the text.
- **Independent Practice (You do):** Upon further reading, provide students with another question to answer, using the RACES strategy. Allow students to use the scaffolding handout that best supports their needs. The goal should be for students to no longer need to use the scaffold for the summative assessment.

**Note:**

Providing Sentence Starters for Citing Textual evidence.

When using the RACES strategy, students are asked to use evidence from the text to support their thinking. Encourage them to use sentence starters to tie the quote, summary, or paraphrase into the rest of their answer. This activity can be introduced in class discussion first and then transitioned into Socratic Seminars and/or student writing through answering text dependent questions.

Examples:

According to the author, “...”

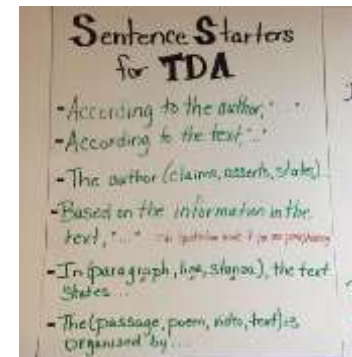
According to the text, “...”

The author (claims, states, asserts)...

Based on the information in the text, ...

In paragraph \_\_, the text states, “...”

In paragraph \_\_, the text says... (paraphrase)



The (passage, poem, text, article, editorial, video) is organized by...  
In chapter \_\_\_, the character said, "..."

### Potential Assessment Tasks

#### **Socratic Seminar (6.RL.5.1, 6.RI.5.1, 6.I.1.1, 6.I.2.1, 6.I.4.3, 6.I.5.1, 6.C.1.1, 6.C.1.2, 6.C.1.3, 6.C.1.4, 6.C.1.5)**

The purpose of a Socratic Seminar is for students to gain a deeper understanding about the ideas and values in a text through a shared-inquiry experience that supports many of the indicators in the Inquiry and Communication strands of the *South Carolina College- and Career-Ready Standards for ELA*. Students transact with the text to formulate questions, propose explanations, consider alternative viewpoints, and question and examine issues and themes related to the text. The shared inquiry assists students in constructing meaning through analysis, interpretation, listening, and participation. Students will participate in this shared inquiry, posing questions to their classmates, thinking critically about the text, and answering questions by citing textual evidence (Copeland, 2005). For more information on Socratic Seminars, see Unit Resources.

[Sample Socratic Seminar questions](http://www.greececsd.org/district.cfm?subpage=497) can be found in the Appendix. The following analytic rubric may be used to assess students:  
<http://www.greececsd.org/district.cfm?subpage=497>

#### **Text-Dependent Analysis (6.RL.5.1, 6.RI.5.1, 6.W.2.1)**

Text-Dependent Analysis Sample Prompt

Read the chapter titled “A Simple Thing” (Palacio, 298). In an essay, analyze how Mr. Tushman’s speech connects to the theme of kindness. Be sure to cite evidence not only from this chapter but from other chapters in the novel.

The SC Ready Text-Dependent Analysis rubric will be used to assess students’ writing.

[http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC\\_READY\\_TDA\\_Scoring\\_Guidelines\\_With\\_Nonscore\\_Codes.pdf](http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf)

### Resources

#### **Helpful Links for Using the Gradual Release Model**

Supporting Comprehension Strategies for English Language Learners: Gradual Release

<http://www.readwritethink.org/professional-development/strategy-guides/supporting-comprehension-strategies-english-30106.html>

TeachingChannel: Improving Practice

<https://www.teachingchannel.org/videos/improving-teacher-practice>

(L. Smith, 2016)

TeachingChannel: Gradual Release of Responsibility

<https://www.teachingchannel.org/videos/gradual-release-of-responsibility>

TeachingChannel: Catch and Release: Encourage Independence

<https://www.teachingchannel.org/videos/effective-teaching-technique>

Strategic Lesson/Learning Plans

<http://teacher.depaul.edu/Documents/GuidetoPlanningLessonswithGradualReleaseofResponsibility.pdf>

Gradual Release Planning Template

<http://www.acpsk12.org/pl/wp-content/uploads/2014/06/ACPSLessonPlanTemplate.doc>

### **Helpful Links for Using Teacher Think-Aloud**

Building Reading Comprehension Through Think-Alouds

<http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html>

Literature, Literacy, and Comprehension Strategies (page 8)

<https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/29900chap01x.pdf>

Think-Alouds

[http://www.readingrockets.org/strategies/think\\_alouds](http://www.readingrockets.org/strategies/think_alouds)

All About Adolescent Literacy: Think-Alouds

<http://www.adlit.org/strategies/22735/>

TeacherVision: Think-Aloud Strategy

<https://www.teachervision.com/skill-builder/problem-solving/48546.html>

Structure talk: Think-Aloud

<http://liketoread.com/thinkaloud.html>

### **Helpful Links for Reader Response Journals**

<http://www.scholastic.com/teachers/classroom-solutions/2009/09/added-bonus-writing-readers-response-journal-entry>

### **Helpful Links for Close Reading**

iTeach. iCoach. iBlog: Five close reading strategies

<http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Text Complexity: Raising Rigor in Reading

<http://www.readwritethink.org/professional-development/professional-library/text-complexity-raising-rigor-31025.html>

Cornell Notes

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

Question the Author (QtA)

<http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html>

Close Reading of Literary Texts - ReadWriteThink

<http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html>

Engaging the Adolescent Learner: Text-Dependent Questions

[http://www.dcc-cde.ca.gov/documents/Anita%20Archer%20-%202013/ETAL\\_-\\_Text-Dependent\\_Questions.pdf](http://www.dcc-cde.ca.gov/documents/Anita%20Archer%20-%202013/ETAL_-_Text-Dependent_Questions.pdf)

### **Additional Professional Resources to Support Strategy Instruction for Citing Textual Evidence**

- *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* by Douglas Fisher & Nancy Frey
- *Falling in Love with Close Reading: Lessons for Analyzing Texts--and Life* by Christopher Lehman and Kate Roberts
- *Notice & Note: Strategies for Close Reading* by Kylene Beers and Robert Probst
- *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* by Matt Copeland
- *Strategies that Work: Teaching for Understanding and Engagement* by Stephanie Harvey & Anne Goudvis

### **Helpful Links for Using Socratic Seminar**

Structure Talk: Socratic Seminars

<http://liketoread.com/socraticseminars.html>

AVID Socratic Seminar

<http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf>

Socratic Seminars

<http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>

Teaching Channel: Socratic Seminars: Patience and Practice

<https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom>

Facing History and Ourselves: Socratic Seminar

<https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

### **Suggested Literary Texts to Practice Citing Textual evidence:**

- *Wonder* by R. J. Palacio
- "Wonder" Song Lyrics by Natalie Merchant

- *Bystander* by James Preller
- *The English Roses* by Madonna
- *The Sneetches: And Other Stories* by Dr. Seuss
- *Each Kindness* by Jacqueline Woodson

### **Suggested Informational Texts to Practice Citing Textual evidence:**

Bullying Articles for Kids

<http://nobullying.com/bullying-articles-for-kids/>

“Stomp Out Bullying” from Scholastic Scope

<http://www.legacyprep.org/userfiles/203/Classes/5395/stomp%20out%20bullying.pdf>

“Students Stand Up, Rally Against Cyberbullying”

<http://www.twentribune.com/article/junior/students-stand-rally-against-cyberbullying/>

“Are You Ready to Speak Up Against Bullying”

<http://www.twentribune.com/article/tween56/are-you-ready-speak-against-bullying/>

“Bullies Behind Bars” from Scholastic Choices

[http://www.scholastic.com/ems/classroom\\_magazines/041713/images/bullies.pdf](http://www.scholastic.com/ems/classroom_magazines/041713/images/bullies.pdf)

“How One Unkind Moment Gave Way To Wonder” Audio from NPR <http://www.npr.org/2013/09/12/221005752/how-one-unkind-moment-gave-way-to-wonder>

### **Social Change Integration: Suggested Websites on Bullying:**

Teaching Students to Prevent Bullying

<http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html>

What You Can Do

<http://www.stopbullying.gov/kids/what-you-can-do/index.html>

Wonder: Pledge to Choose Kind

<http://choosekind.tumblr.com/>

You Are Braver, Stronger and Smarter Than You Think

<http://www.pacerteensagainstabullying.org/tab/>

### **Suggested Science Resources for Content-Area Integration**

Teachers may want to consider breaking the class into small groups to investigate Treacher-Collins Syndrome. Students can formulate research questions about causes, treatment, life expectancy, and genetic makeup of the syndrome. Have students cite the text to determine and explain why August's case is so unusual and severe. Then have each group select an extension project to spotlight their research: a classroom display, a PowerPoint or RSA video, a nonfiction book, or an informational brochure. Regardless of the project chosen, students should cite textual evidence from their research. Once the projects are complete, students can share with other classrooms and schools in the district to start an open discussion about this and other childhood diseases. (Note: teachers should be sensitive to student needs when researching and always preview trusted websites prior to students beginning research)

Treacher Collins Syndrome

<http://www.ccakids.com/treacher-collins-syndrome.html>

**We're off to the  
RACES  
with Text-Dependent Analysis Questions!**

R	Restate	Restate the question in the form of a topic sentence.
A	Answer	Answer ALL parts of the question; state your CLAIM.
C	Cite	Cite multiple examples of specific and relevant evidence from the text to support your claim.
E	Explain	Explain how your text evidence supports your claim.
S	Summarize	Summarize your claim in a closing sentence.

Reference Cited:

Boreno, D., & H. Young. (n.d.). *ACE-ing constructed responses* [PDF document]. Retrieved from [http://makingmathematicians.com/MakingMathematicians/images/constructed/constructe\\_dresponse\\_english\\_packet.pdf](http://makingmathematicians.com/MakingMathematicians/images/constructed/constructe_dresponse_english_packet.pdf)

### RACES Rubric for TDA Questions

<b>Name:</b>		<b>Date:</b>	
<b>CR Question:</b>			
	<b>EXCELLING 3 POINTS</b>	<b>PROGRESSING 2 POINTS</b>	<b>EMERGING 1 POINT</b>
<b>RESTATE</b>	<p>The question is clearly restated/reworded in the response. The reader knows what to expect.</p> <p>The reader is reminded of the purpose at the end.</p>	<p>There is an attempt to restate, or the question is restated partially, but it is not clear. The reader is not reminded at the end.</p>	<p>The question is not restated.</p> <p>Response may begin with "Because," "So," or "That."</p>
<b>ANSWER</b>	<p>The question is answered fully and correctly, showing that the writer knows what is being asked.</p>	<p>The answer is partly correct, incomplete, or student does not show a clear understanding of how to proceed.</p>	<p>There is no answer or the answer has nothing to do with the question.</p>
<b>CITE</b>	<p>Two or more examples are provided, they are relevant to the question and they fully support the answer.</p>	<p>One example is provided or examples are present, but do not support the answer.</p>	<p>There are no examples provided.</p>
<b>EXPLAIN</b>	<p>The response supplies reasoning and/or inferring which strongly supports the answer</p>	<p>The response attempts to supply reasoning and/or inferring which supports the answer.</p>	<p>There is no attempt to support the answer, and no examples have been given.</p>
<b>SUMMARIZE</b>	<p>The summary is clear and insightful.</p>	<p>The summary is clear and sufficient.</p>	<p>The summary is unclear and insufficient.</p>
<b>Total Points</b>			

Reference Cited:

Boreno, D., & H. Young. (n.d.). *ACE-ing constructed responses* [PDF document]. Retrieved from [http://makingmathematicians.com/MakingMathematicians/images/constructed/constructuredresponse\\_english\\_packet.pdf](http://makingmathematicians.com/MakingMathematicians/images/constructed/constructuredresponse_english_packet.pdf)



## RACE Scaffold #1

Do you think Auggie ultimately sees himself as ordinary, or extraordinary? Do other people in his life think about this differently? Use specific evidence from the novel to support your claim.

**Restate the Question:**

---

---

---

---

**Answer the Question Correctly:**

---

---

---

---

---

**Cite Multiple Examples and Include Explanations:**

---

---

---

---

---

---

---

**Sum it Up:**

---

---

---

---

Reference Cited:

Boreno, D., & H. Young. (n.d.). *ACE-ing constructed responses* [PDF document]. Retrieved from [http://makingmathematicians.com/MakingMathematicians/images/constructed/constructuredresponse\\_english\\_packet.pdf](http://makingmathematicians.com/MakingMathematicians/images/constructed/constructuredresponse_english_packet.pdf)

## RACE Scaffold #2

Do you think Auggie ultimately sees himself as ordinary, or extraordinary? Do other people in his life think about this differently? Use specific evidence from the novel to support your claim.

**Restate:**

---

---

---

---

**Answer:**

---

---

---

---

---

---

---

---

**Cite and Explain:**

---

---

---

---

---

---

---

---

**Summarize:**

---

---

---

---

Reference Cited:

Boreno, D., & H. Young. (n.d.). *ACE-ing constructed responses* [PDF document]. Retrieved from [http://makingmathematicians.com/MakingMathematicians/images/constructed/constructe\\_dresponse\\_english\\_packet.pdf](http://makingmathematicians.com/MakingMathematicians/images/constructed/constructe_dresponse_english_packet.pdf)

### RACE Scaffold #3

Do you think Auggie ultimately sees himself as ordinary, or extraordinary? Do other people in his life think about this differently? Use specific evidence from the novel to support your claim.

**R:**

---

---

---

---

**A:**

---

---

---

---

---

---

---

---

**C and E:**

---

---

---

---

---

---

---

---

**S:**

---

---

---

---

Reference Cited:

Boreno, D., & H. Young. (n.d.). *ACE-ing constructed responses* [PDF document]. Retrieved from [http://makingmathematicians.com/MakingMathematicians/images/constructed/constructuredresponse\\_english\\_packet.pdf](http://makingmathematicians.com/MakingMathematicians/images/constructed/constructuredresponse_english_packet.pdf)

## Sample Socratic Seminar Questions for *Wonder*

1. August deserved the class award at the end of the school year. Do you agree or disagree? Are Jack Will or Summer equally deserving? Support your ideas with evidence from the text.
2. One of the precepts from the novel is “Your deeds are your monuments.” In your opinion, which character in the novel builds the highest monuments? Support your ideas with evidence from the text.
3. In several places in the novel, kids bully other kids. Cite examples from the book and discuss whether or not these kinds of things actually happen in middle school – ours? Other schools? Support your ideas with evidence from the text.
4. In the NPR Interview, Palacio tells us the real-life event that inspired *Wonder*. Why do you think she fictionalized the event in the book the way that she did? How was the *Wonder* version different from and similar to what actually happened? If you had been a customer in the ice cream store what would you have done? Support your ideas with evidence from the text.
5. Some characters believe that August has a disability or special needs. In your opinion, is this claim valid? Support your ideas with evidence from the text.
6. What is the role of humor in *Wonder*? Support your ideas with evidence from the text.
7. The novel contains many pop culture allusions from *Star Wars* to song lyrics. How do these contribute to the overall meaning of the novel? Support your ideas with evidence from the text.

## Grade 6: Prove It – Choosing Kindness

### References

- Added bonus- Writing a reader's response journal entry | Scholastic.com. (n.d.). Retrieved April 26, 2016, from [http://www.scholastic.com/teachers/classroom\\_solutions/2009/09/added-bonus-writing-a-readers-response-journal-entry](http://www.scholastic.com/teachers/classroom_solutions/2009/09/added-bonus-writing-a-readers-response-journal-entry)
- Boreno, D., & H. Young. (n.d.). *ACE-ing constructed responses* [PDF document]. Retrieved from [http://makingmathematicians.com/MakingMathematicians/images/constructed/constructuredresponse\\_english\\_packet.pdf](http://makingmathematicians.com/MakingMathematicians/images/constructed/constructuredresponse_english_packet.pdf)
- Copeland, M. (2005). *Socratic circles: Fostering critical and creative thinking in middle and high school*. Portland, Me.: Stenhouse.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Portland, Me.: Stenhouse.
- Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lehman, C., & Roberts, K. (2013). *Falling in love with close reading: Lessons for analyzing texts--and life*. Portsmouth, NH: Heinemann.
- Palacio, R. J. (2012). *Mr. Browne's precepts*. Retrieved June 13, 2016, from <http://rjpalacio.tumblr.com/post/17457757675/mr-brownes-precepts>
- Palacio, R. J. (2012). *Wonder*. New York: Knopf for Young Readers.
- Smith, L.H. (2016). *Ask Yourself Anchor Chart* [Picture].
- Smith, L.H. (2016). *TDA Anchor Chart* [Picture].
- Socratic Seminar Rubrics. (n.d.). Retrieved April 26, 2016, from <http://www.greececsd.org/district.cfm?subpage=497>
- South Carolina Department of Education. (2015). *Profile of the south carolina graduate* [PDF document]. Retrieved June 13, 2016, from <http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>
- South Carolina Department of Education. (2016). Rubric for text-dependent analysis. [PDF document]. Retrieved June 13, 2016, from [http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC\\_READY\\_TDA\\_Scoring\\_Guidelines\\_With\\_Nonscore\\_Codes.pdf](http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf)

## **Grade 6: Prove It – Choosing Kindness**

### **References**

South Carolina Department of Education. (2015). *South Carolina college-and career-ready standards for English language arts* [PDF document]. Retrieved April 26, 2016, from <https://ed.sc.gov/scdoe/assets/file/programsservices/59/documents/ELA2015SCCCRStandards.pdf>